

# Language & Content Through Culture: Making the Match

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## I Cans for Today:

- ▶ *I can define 'language' 'content' and 'culture' and describe the role these three concepts play in lesson planning in the WL classroom.*
- ▶ *I can identify and discuss ways in which authentic cultural products and practices can be used to teach required language & content information.*
- ▶ *I can implement a low-prep high-impact strategy to incorporate language, culture and content into any lesson for learners at any proficiency level.*



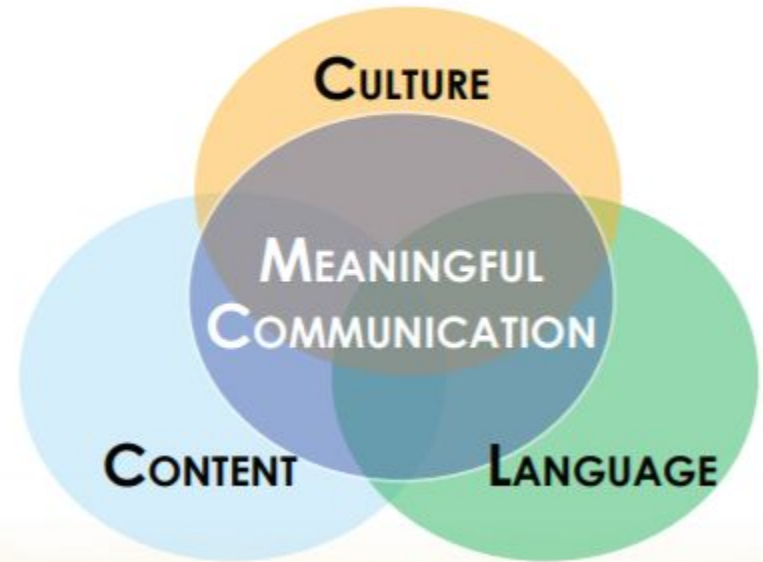
Language

Content

Culture

## MEANINGFUL COMMUNICATION: KNOWING HOW, WHEN, AND WHY TO SAY WHAT TO WHOM

CULTURE	CONTENT	LANGUAGE
Learners use language to identify, discuss, explain, compare, investigate, and reflect on the relationship among the products, practices, and perspectives of the cultures studied.	Learners build, reinforce, and expand their knowledge of other disciplines and the world while using the target language.	Learners effectively use language in the three modes of communication to function in a variety of situations and for multiple purposes.





Language

Content

Culture

language  
with  
different  
time  
frames

paragraph

long  
sentences

strings of  
sentences

original  
questions

original  
sentences

formulaic  
questions

Phrases or  
memorized  
chunks

formulaic  
sentences

Words



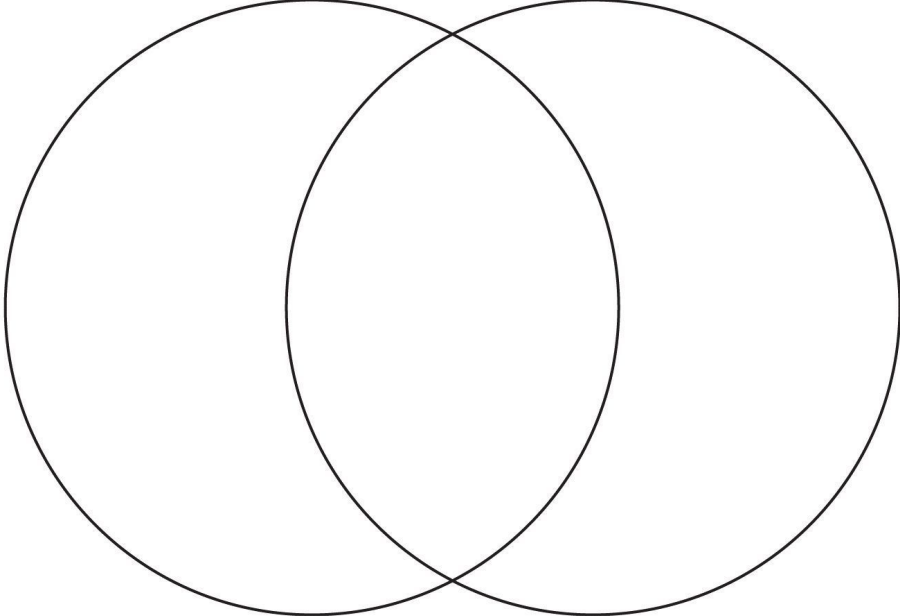
Language

Content

Culture



Subject /  
Content Area  
Knowledge



# Skills & Training

BINGO				
4	19	34	49	64
7	22	37	52	65
10	25	FREE	58	66
13	28	40	55	67
14	29	44	54	68



New information &  
ideas you want them  
to remember/learn

Background  
Knowledge, Prior  
Learning & Life  
Experiences









Language

Content

Cultures

**NOVICE**  
PROFICIENCY BENCHMARK

**INTERMEDIATE**  
PROFICIENCY BENCHMARK

**COMMUNICATION**

 INTERPRETIVE	<p><i>I can</i> identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</p>	<p><i>I can</i> understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p>
 INTERPERSONAL	<p><i>I can</i> communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p>	<p><i>I can</i> participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.</p>
 PRESENTATIONAL	<p><i>I can</i> present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p>	<p><i>I can</i> communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</p>

**INTERCULTURAL COMMUNICATION**

 INVESTIGATE	<p>In my own and other cultures <i>I can</i> identify products and practices to help me understand perspectives.</p>	<p>In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.</p>
 INTERACT	<p><i>I can</i> interact at a survival level in some familiar everyday contexts.</p>	<p><i>I can</i> interact at a functional level in some familiar contexts.</p>

## INTERCULTURAL COMMUNICATION



### INVESTIGATE

In my own and other cultures **I can** identify products and practices to help me understand perspectives.

In my own and other cultures **I can** make comparisons between products and practices to help me understand perspectives.



### INTERACT

**I can** interact at a survival level in some familiar everyday contexts.

**I can** interact at a functional level in some familiar contexts.



**“AUTHENTIC”**

# “AUTHENTIC” & PERCEIVED AUTHENTICITY

- Authentic for China?
- Authentic for our students? – what do they eat?



金拱门





# “AUTHENTIC” & PERCEIVED AUTHENTICITY

- Authentic for China?
- Authentic for our students? – what do they eat?
- Authentic for Americans? (other peoples’ stereotypes of us)

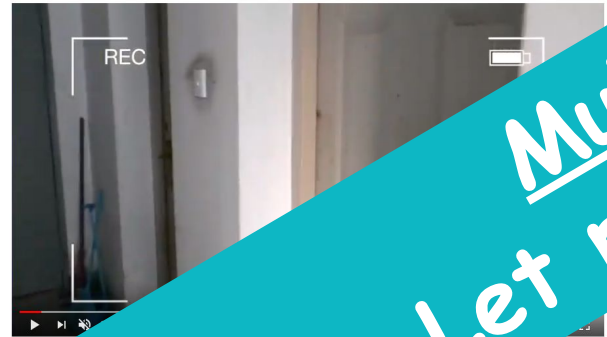




厉害了中国！留学生宿舍和中国大学生宿舍对比！



大学宿舍 | NTU Hostel Room Tour | feat. 童童



南京大



真沒想到大陸的學生宿舍還有這麼逆天的！！



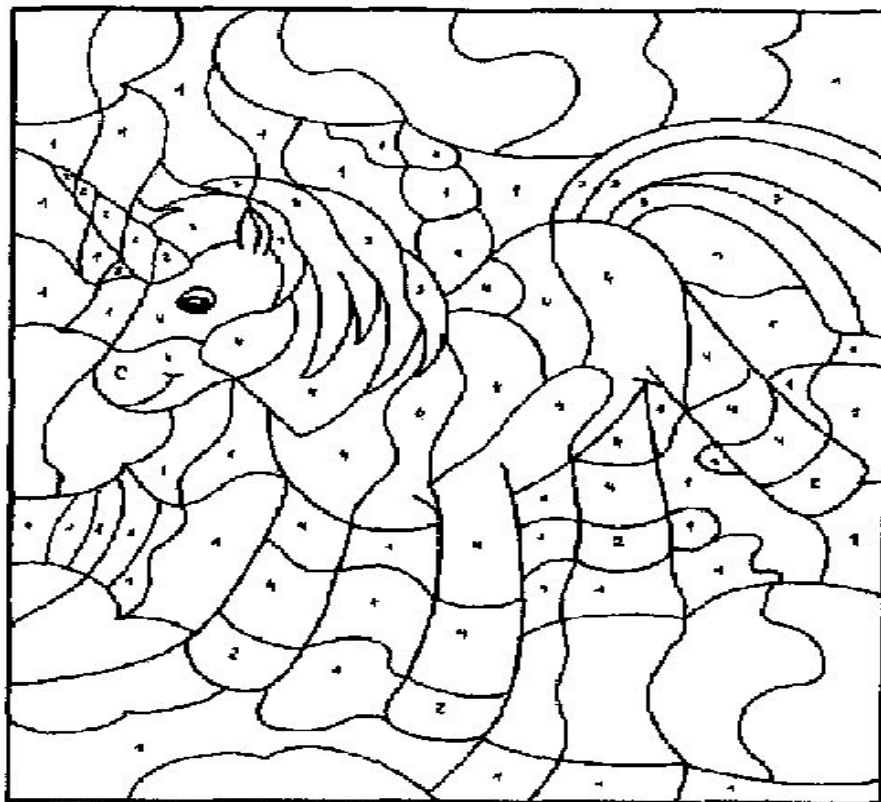
帶你一窺 武漢大學 公主樓 女生風園宿舍 Wuhan University Dormitory 【武流記#1精華版】

**So what does this  
look like in the  
classroom?**

# Exploratory & Level 1 Topics

- Greetings/Names
- Colors/Numbers
- Physical Descriptions
- Families
- Dates
- Animals
- Food
- Weather
- Clothing
- Places
- Activities
- ***Opinions & Preferences***
- ***Comparisons***





- 1 - AZUL
- 2 - MARRÓN
- 3 - ROJO
- 4 - ROSA

I *could* teach colors & numbers with this...(and if we're honest, we've all done it...)



...but this is soooo much cooler!!!!



<http://www.thecolor.com/Coloring/frida-kahlo-self-portrait.aspx>

I can describe the similarities and differences between families.





I can describe the similarities and differences between families.







el parque



la playa

la estación del tren

la comisaría

calle Colón

la casa de mi amiga

la casa de mi abuela

el supermercado

calle Valencia

el cine

el restaurante

calle Independencia

el cementerio

la iglesia

calle La Paz

el ayuntamiento

la casa de mi abuela

la casa de mi amiga

el hospital

la farmacia

Avenida las Américas

el museo

la plaza

calle Isabél

mi casa

calle Santiago

BIBLIOTECA

calle Los Reyes

la panadería

la piscina

el colegio

QUIOSCO

el garage

calle Madrid





# Adding “I Cans”

I can use simple sentences to talk about the \_\_\_\_\_ I see in various pieces of art.



# Sentence Starters to Scaffold Novice Production



El cuadro se llama \_\_\_\_\_.

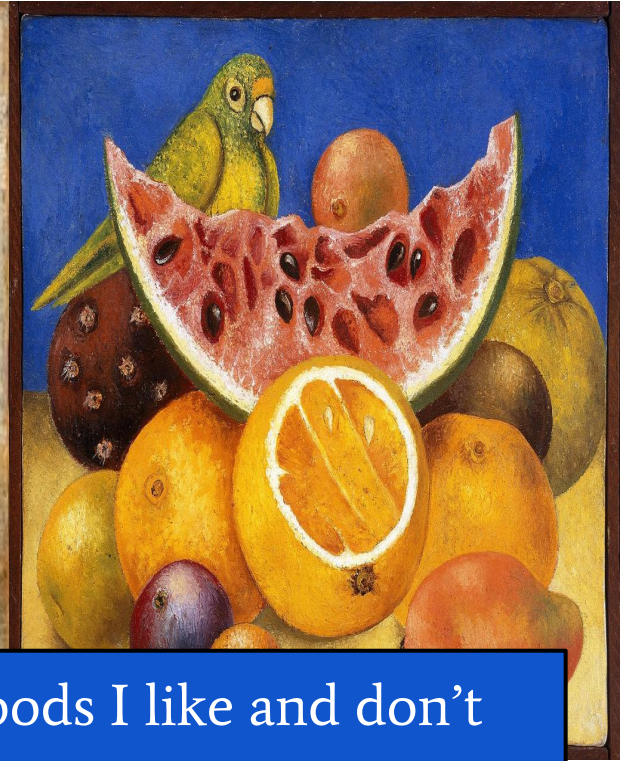
El artista se llama \_\_\_\_\_.

Los colores en el cuadro son \_\_\_\_\_.

Hay \_\_\_\_\_ (#) flores en el cuadro.



What are sentences frames that they would need for this I Can using these paintings? What vocab do they need?



I can use simple sentences to talk about foods I like and don't like when I see them in various pieces of art.

These animals are harder...but can be more fun when you give them the frames “In my opinion \_\_\_\_\_” “I like \_\_\_\_\_ because \_\_\_\_\_”





**How could you use these 2 paintings in your novice classroom ?**



# Could we use these to teach numbers?





What letters do you see?  
 What shapes, colors, animals?  
 Do you think there is a connection between the images?



EQUIPOS QUE TIENEN SUS CAMPOS DE ENTRENAMIENTOS EN EL PAÍS

 Boca Chica	 Boca Chica	 San Pedro de Marcoris	 Boca Chica	 Guerra
 Villa Mella	 Boca Chica	 Guerra	 Najayo San Cristobal	 El Toro
 Boca Chica	 Villa Mella	 Boca Chica	 Boca Chica	 Boca Chica
 San Pedro de Marcoris	 Boca Chica	 Guerra	 San Pedro de Marcoris	 Guerra
 Guerra	 San Pedro de Marcoris	 Boca Chica	 Boca Chica	 Guerra
 Boca Chica	 Boca Chica	 El Toro	 San Pedro de Marcoris	 Boca Chica

What do you see?  
What could you teach with a  
text like this?



MÉXICO  
RECIBE  
A LATINOAMÉRICA

10-14 DIC 2014  
San Miguel de Allende  
México





# Intentional Use of Your Own Travel Pictures



Hay treinta y seis abanicos en la tienda.



Sí.



No.



# What yes/no question could you ask your students about this image?





¿Prefieres ir de compras en un mercado o un centro comercial?





What either/or question would you use with these authentic images?



**What open-ended question could you use with this image?**





# What comparison questions could you ask about these 2 pictures?





**So, to recap...**

**It's not about changing what you  
teach...**

**it's not even about changing how  
you teach...**

It's about reframing your brain to always ask...

*Is there a more  
culturally-entrenched and  
relevant way I can have them  
interact with this content?*

Great!

So... How do I do it?





I see...





I wonder...





I think...



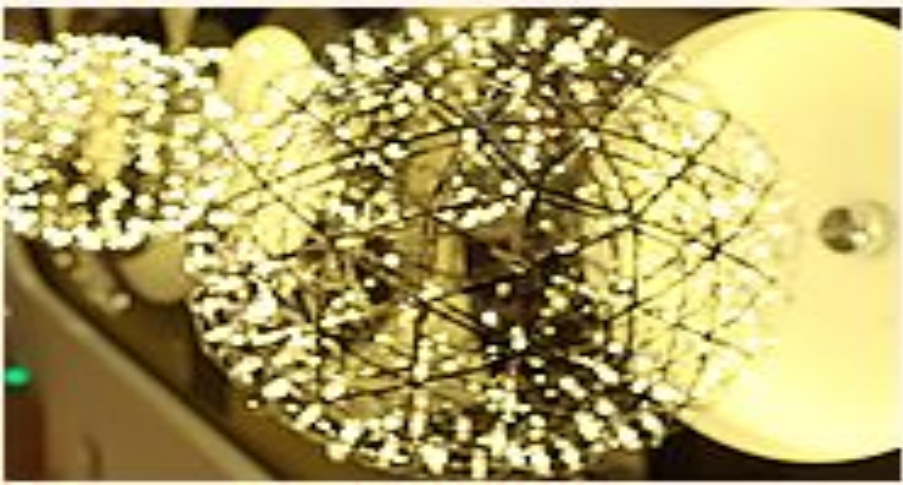
Pause

Presence

Proceed

@doriecp











必胜客 欢乐餐厅 *Pillsbury and Friends*

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dianping.com

点评团



主厨推荐

精选套餐

汤

沙拉

小食系列

披萨

牛排

现炒意面

西式饭类

饮品系列

脏脏系列

甜点系列

👍+ 抹茶雪域蛋糕

# DESSERTS

蛋糕&冰淇淋



冰淇淋 单球 双球

新西兰进口冰淇淋  
G'nature

草莓冰淇淋  
香草冰淇淋  
定制冰淇淋



比利时巧克力冰淇淋  
精研抹茶冰淇淋

👍+ 经典提拉米苏



# DESSERTS

甜点拼盘



👍+ 双球冰淇淋

👍+ 心之恋恋拼盘



产品和价格如有调整恕不另行通知，详细请以餐厅实际情况为准

*Where* do I start?

Tell us 1-3 questions you have about the lives of kids like you in China. Be specific! Don't just say "Chinese culture" instead say something like "Are math classes in China really hard?"

5 responses

1. Does the kids eat Hamburger in China besides MacDonald's?
2. Does they celebrate Christmas?
3. How long the school is there?

How many hours a day and how many days do you have to be in school?  
What are common things that are done for fun?  
What is the main food in China?

How long are school days in China? How many subjects are they required to take? What is the time difference, and what are the seasons like there?

1. how long is their school day?
2. do they take buses to school?
3. do they pack their own lunch or do they have a cafeteria at school?
4. do they have summer vacation?
5. do they have 4 seasons?
6. Do they take English like we take Chinese?
7. What is a famous food in China?

Are their lives not so different than ours? What is their education like? What are their daily schedules?



# Thank you!

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